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ABSTRACT

This packet contains a series of seven four-page brochures describing the seven national education priorities of the U.S. Department of Education and how business can become involved in achieving each standard. Each brochure includes a discussion of the standard profiled, suggestions for its applicability to business, and examples of how businesses are implementing programs to promote the standards. The seven standards discussed in the series are labelled: (1) High Standards for Achievement; (2) America Counts Program; (3) Reading Independence: America Reads Challenge; (4) Technology: America's Technology Challenge; (5) Safe and Drug-Free Schools; (6) Teacher Preparation Programs; and (7) College Readiness: Think College Early Programs. (KC)

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CORPORATE INVOLVEMENT IN EDUCATION:

Achieving Our National Education Priorities.

The Seven Priorities of the U.S. Department of Education.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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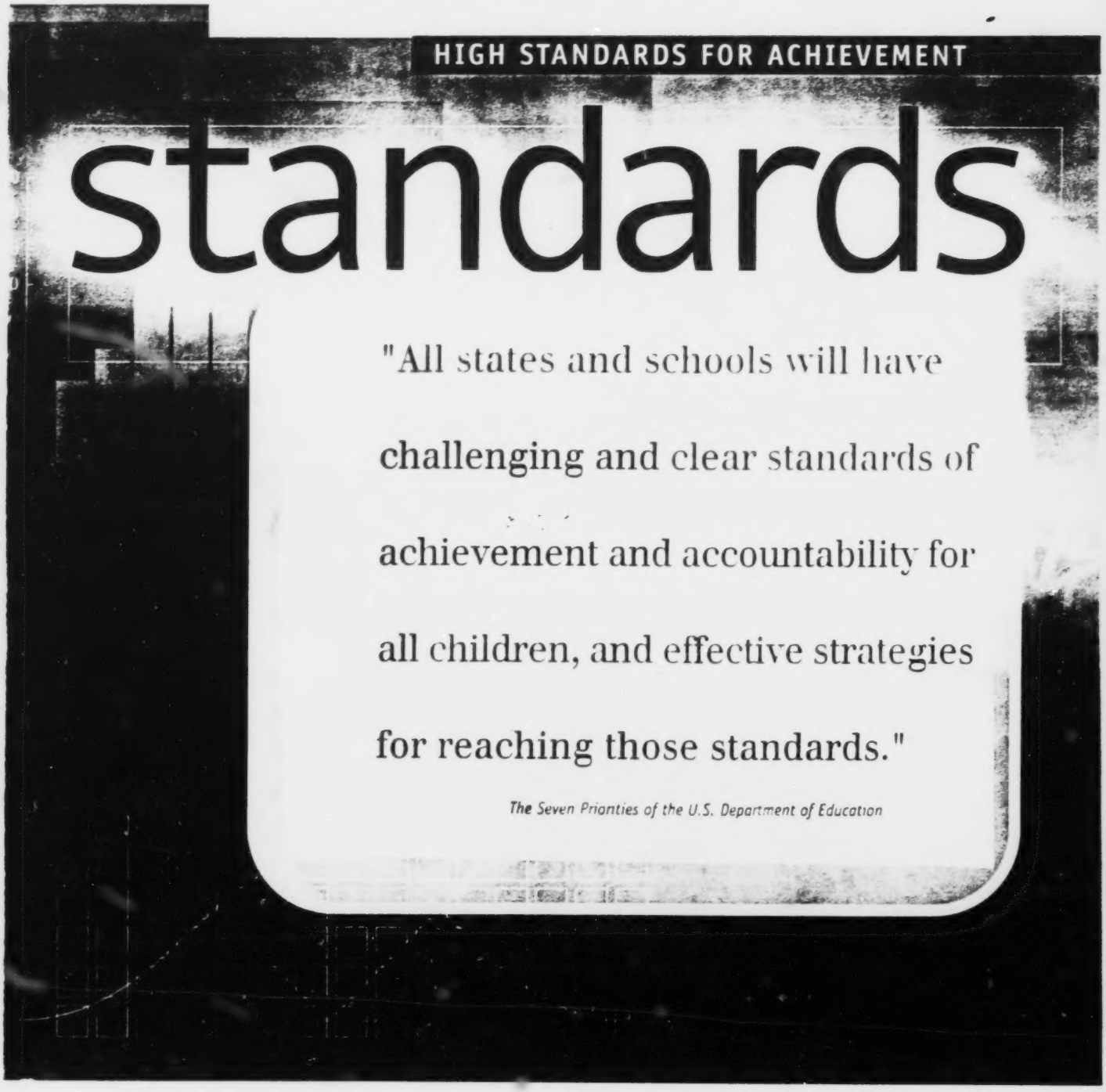
HIGH STANDARDS FOR ACHIEVEMENT
standards
"All states and schools will have challenging and clear standards of achievement and accountability for all children, and effective strategies for reaching those standards."
The Seven Priorities of the U.S. Department of Education

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CORPORATE INVOLVEMENT IN EDUCATION

Today, there is an unprecedented movement toward accountability in our education system. All 50 states have put in place their own challenging academic standards for students and are now implementing assessments linked to those standards. Ensuring that these standards reach every classroom and that all students meet high expectations require all stakeholders—from teachers and parents to business and community leaders—to be involved at the local level and take responsibility for student performance and the quality of education America's children receive.

More than at any time in our nation's history, the business community depends on a highly educated workforce. It is critical for employers to be able to have confidence in a high school diploma as evidence that graduates are prepared with the requisite skills and are able to meet the challenges of competing in the information age. By investing in our children's education and helping students reach high standards, businesses are investing in their own long-term success.

standards

REACHING HIGH STANDARDS

Businesses can join schools in helping students to meet new standards by continuing to set high expectations for all children and providing the resources necessary to ensure that all children have the opportunity to achieve at high levels. States and school districts must align curricula, textbooks, instructional methods, and professional development with the new standards. Extended learning opportunities must be provided to students who are failing or at risk of failing to meet the standards. Teachers must be given the time and training to prepare their curriculum and instruction to help students meet the tougher requirements.

Passing students along in school when they are unprepared or retaining them without addressing their needs denies students access to opportunities at the next level of schooling, in postsecondary education, and in the workplace. Both policies send a message to students that little is expected from them and that they do not warrant the time and effort it would take to help them be successful in school. Setting high standards and providing the resources that ensure they will be met communicates to all students that they have worth and are valuable to our nation's future. Reaching high standards isn't easy; that's why business involvement with educators and parents is a necessary ingredient for success.

"I refuse to believe that our children aren't smart enough or our educators aren't good enough. I refuse to send our children out into the most competitive international economy in world history without the education they will need to succeed for themselves and for our country. We must never go back to the days when standards were too low, unclear, or nonexistent. Never."

U.S. Secretary of Education Richard W. Riley

Strategies for Helping Students Meet High Standards

Businesses can advocate and support comprehensive approaches to helping students meet high standards by providing leadership, resources, and support on the state and local level to:

- **Set clear objectives for students to meet performance standards at key grades;**
- **Identify student needs early in order to apply appropriate instructional strategies;**
- **Emphasize early childhood literacy;**
- **Focus on providing high-quality curriculum, instruction, and professional development that deepens teachers' content knowledge;**
- **Provide summer school for students who are not meeting high standards;**
- **Extend learning time through before- and after-school programs, tutoring, and partnerships with cultural groups in the community;**
- **Develop transitional and dropout prevention programs for middle and high school students; and**
- **Hold schools accountable by publicly reporting school performance, rewarding school improvement, and intervening in low-performing schools.**

Another strategy is to involve your business in helping to change the whole school environment to meet the high standards. The U.S. Department of Education provides resources for local schools that are involved in this effort, including grants to reduce class size in the early grades, to implement reforms based on innovative models, to create smaller learning communities, and to support the development of charter schools.

Examples of Businesses Helping Students Achieve High Standards

Emphasize Early Childhood Literacy

The Fox Cities Chamber of Commerce and Industry in Appleton, Wisconsin, brought together employers and employees to develop a campaign to promote reading during the summer and throughout the year. The Chamber helped develop a reading kit, which has been distributed to thousands of parents, employees, and community volunteers since it began the program in 1995. Evaluations of the effects of the program have shown that students who did not lose reading skills over the summer [illegible] happens at the end of June, and their August student achievement scores increased by almost 40 percent.

Focus on Providing High-Quality Curriculum and Instruction

Nortel Networks created a teacher training program emphasizing applying and integrating technology in the classroom setting. Nortel employs educators specifically at the company's Center for Technology Education Excellence in North Carolina, training teachers and administrators on more than 16 different topics and courses in both the Macintosh and PC environments. The program has recently been approved for Continuing Education Credit as a part of North Carolina's teacher certification requirements and will begin training 1,300 teachers each year. Nortel is helping teachers integrate computer technology into the classroom, creating a more stimulating learning experience for North Carolina students.

Develop Transitional and Dropout Prevention Programs for Middle and High School Students

Shell Oil Company, working in partnership with [illegible] city schools in the Los Angeles Unified School District, developed an after-school program that has been [illegible] nationwide effort to help children learn valuable job skills, including effective job searching, interviewing, computer training, and communication techniques for the workplace. Students receive school credit for the classroom-based program and after they have completed the training, they are placed in [illegible] while Shell Oil pays the wages. Employers also agree to serve as mentors and advisors to the students on a one-to-one basis. Shell Oil has found that out of those who participated in the program, [illegible] graduated from high school.

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"Better Education Is Everybody's Business"

Secretary of Education Richard W. Riley

If you are interested in learning more about how to help schools meet high standards, please contact the **Corporate Outreach Office** at **(202) 205-8599** or visit our Web site:

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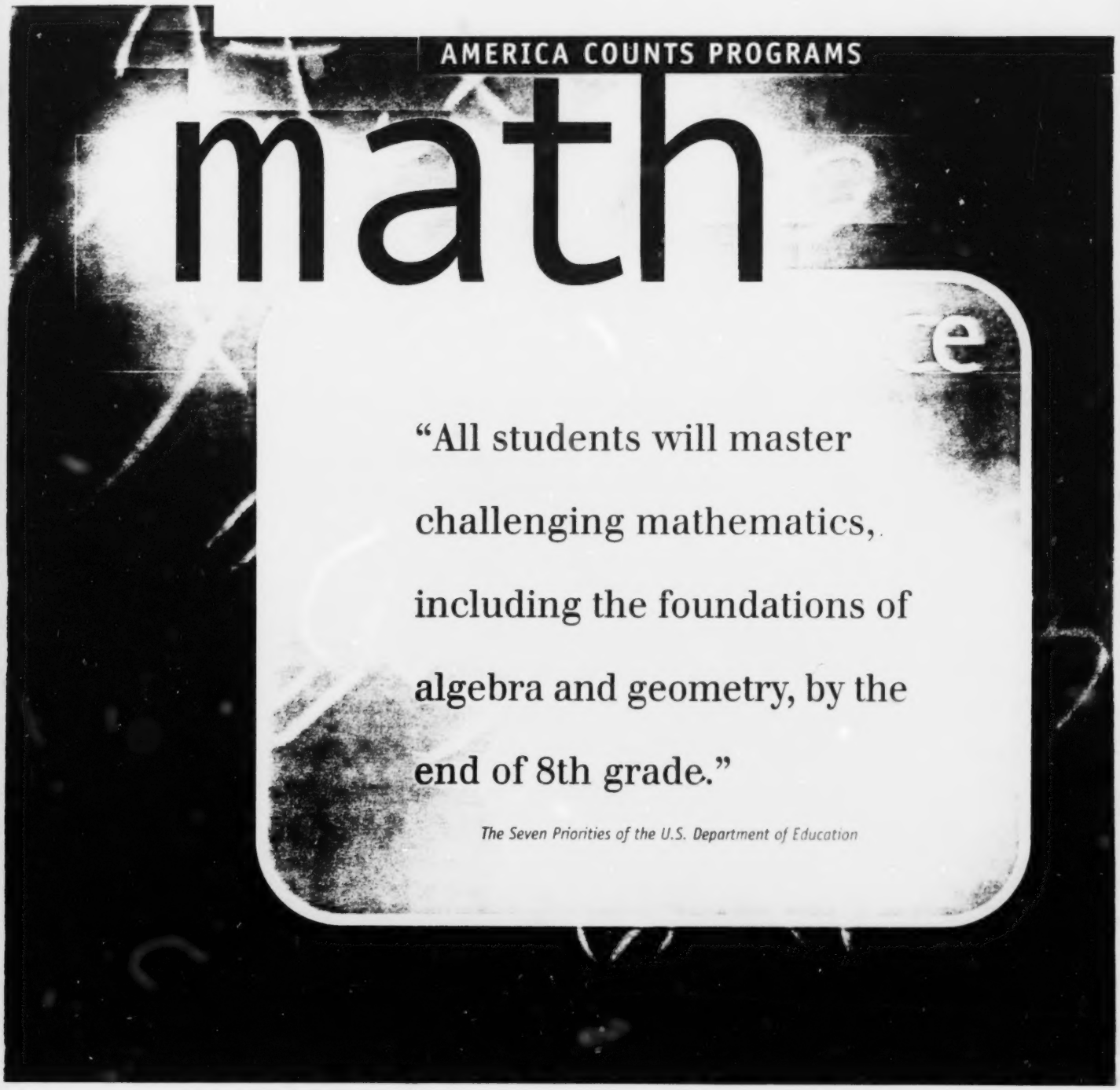
AMERICA COUNTS PROGRAMS
math
"All students will master challenging mathematics, including the foundations of algebra and geometry, by the end of 8th grade."
The Seven Priorities of the U.S. Department of Education

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math

AMERICA COUNTS

Maintaining America's position in an internationally competitive economy means that all students need to build strong skills in mathematics. Success in math is not only essential for college and the promising careers of this new century, but it is also critical for teaching ways of thinking that apply in every workplace worldwide. Yet, far too many students struggle with math and are not achieving to the desired levels that will spark success in higher education and beyond. In fact, on international math assessments, U.S. high school seniors scored among the lowest of the 21 participating nations and were outperformed by nearly all of America's top economic competitors.

It is critical that America address this challenge today to ensure that tomorrow's graduates are academically prepared to guide the nation to continued prosperity. By committing time and resources to improving math education, businesses can create substantial momentum to help students build world-class competencies that will lead to a highly skilled and well-educated workforce.

One opportunity for corporate involvement is with America Counts, a multifaceted Department of Education initiative with six strategic goals that use federal resources to support improved student achievement in mathematics:

- **Equip teachers to teach challenging mathematics through high-quality preparation and ongoing professional growth.**
- **Provide personal attention and additional learning time for students.**
- **Support high-quality research to inform best practices of mathematics teaching and learning.**
- **Build public understanding of the mathematics today's students must master.**
- **Encourage a challenging and engaging curriculum for all students based on rigorous standards.**
- **Promote the coordinated and effective use of federal, state, and local resources.**

> *"A student who is not taught the potential, meaning, and magic of mathematics and science is a student who is denied the opportunity of broader learning and exploration, whose dreams go unfulfilled, and whose future success is limited."*
>
> U. S. Secretary of Education Richard W. Riley

Math Initiatives

Businesses looking for ways to support high-quality math teaching and learning in their communities might also consider working on any of the initiatives below.

Figure This!: Math Challenges for Families
The goal of this initiative, jointly funded by the Department of Education and the National Science Foundation, is to encourage parents and other caregivers to become more involved in their children's mathematics learning. The Challenges provide fun and engaging examples of the world-class mathematics that students should be doing in middle school and they are available online at http://www.figurethis.org. Businesses can support this initiative by becoming a Figure This! corporate sponsor and assisting with the distribution of the Challenges through local newspapers, product packaging, other Web sites, public service advertising, and company newsletters.

Mathematics Tutoring and Mentoring
Businesses can establish or support a mathematics tutoring program that provides students with the personal attention and additional learning opportunities necessary for building strong mathematical understanding. Companies can allow employees to serve as tutors or mentors at neighboring schools or they can partner with local colleges and universities operating math tutoring and mentoring programs with Federal Work-Study dollars.

The National Commission on Mathematics and Science Teaching for the 21st Century
This commission, chaired by former astronaut and Senator John Glenn, is creating an action strategy to improve the quality of instruction in K-12 math and science classrooms. Joining Senator Glenn is a diverse and talented group of 32 individuals chosen for their broad expertise and ability, including Craig Barrett, president and CEO of Intel Corporation, and Edward Rust, Jr., chairman and CEO of State Farm Insurance Company. You may access the online discussion forum at http://www.ed.gov/americacounts/glenn/index.html and provide feedback to assist the commission in its effort to improve math and science education.

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Examples of Businesses Supporting Mathematics Education

America Counts Federal Work-Study (FWS)
Berkshire Community College in Pittsfield, Massachusetts, is piloting a new America Counts FWS program, entitled "Got Math?," that seeks innovative ways to involve local industry in helping young students overcome math anxiety and enjoy learning. Got Math? brings together FWS mentors and local elementary children in a year-long program that shows students the connections between school and applied mathematics through hands-on activities. With the corporate headquarters of GE Plastics located in Pittsfield, program coordinators consulted with local engineers to design a "math of plastics" module that allows students to measure, weigh, draw designs, and make their own plastic key chains. The segment culminates in a visit to Apex Engineering so students can witness firsthand how much the molding and manufacturing processes depend on precise mathematical calculations. In similarly designed modules, The Berkshire Museum engages students in a "math of nature" segment and the stationery division of Crane & Co. brings the "math of papermaking" to life.

Industry Initiatives for Science and Math Education (IISME)
IISME, founded in 1985 by a consortium of San Francisco Bay Area companies and government laboratories in partnership with the Lawrence Hall of Science at the University of California, Berkeley, established a summer fellowship program to provide teachers with mentored, paid summer jobs in applied mathematics, science, and technology. This program provides teachers with hands-on, cutting-edge professional development opportunities and enables them to develop an action plan for translating their summer experience into enriched classroom instruction for students.

Families Achieving the New Standards in Math, Science, and Technology Education (FANS)
Sponsored by the New Jersey Mathematics Coalition, the FANS Project is a statewide initiative to inform parents and other family members about the new standards in math, science, and technology and to encourage their involvement in helping children reach the new standards. The New Jersey Business and Industry Association and the New Jersey Chamber of Commerce have joined FANS as partners in a collaborative effort among education, business, government, and community leaders to disseminate information and materials and host workshops for parents throughout the state.

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Secretary of Education Richard W. Riley

If you are interested in learning how your business can be more involved with math education, please contact the **Corporate Outreach Office** at **(202) 205-8599** or visit our Web site: **www.ed.gov/OIIA/OIA.**

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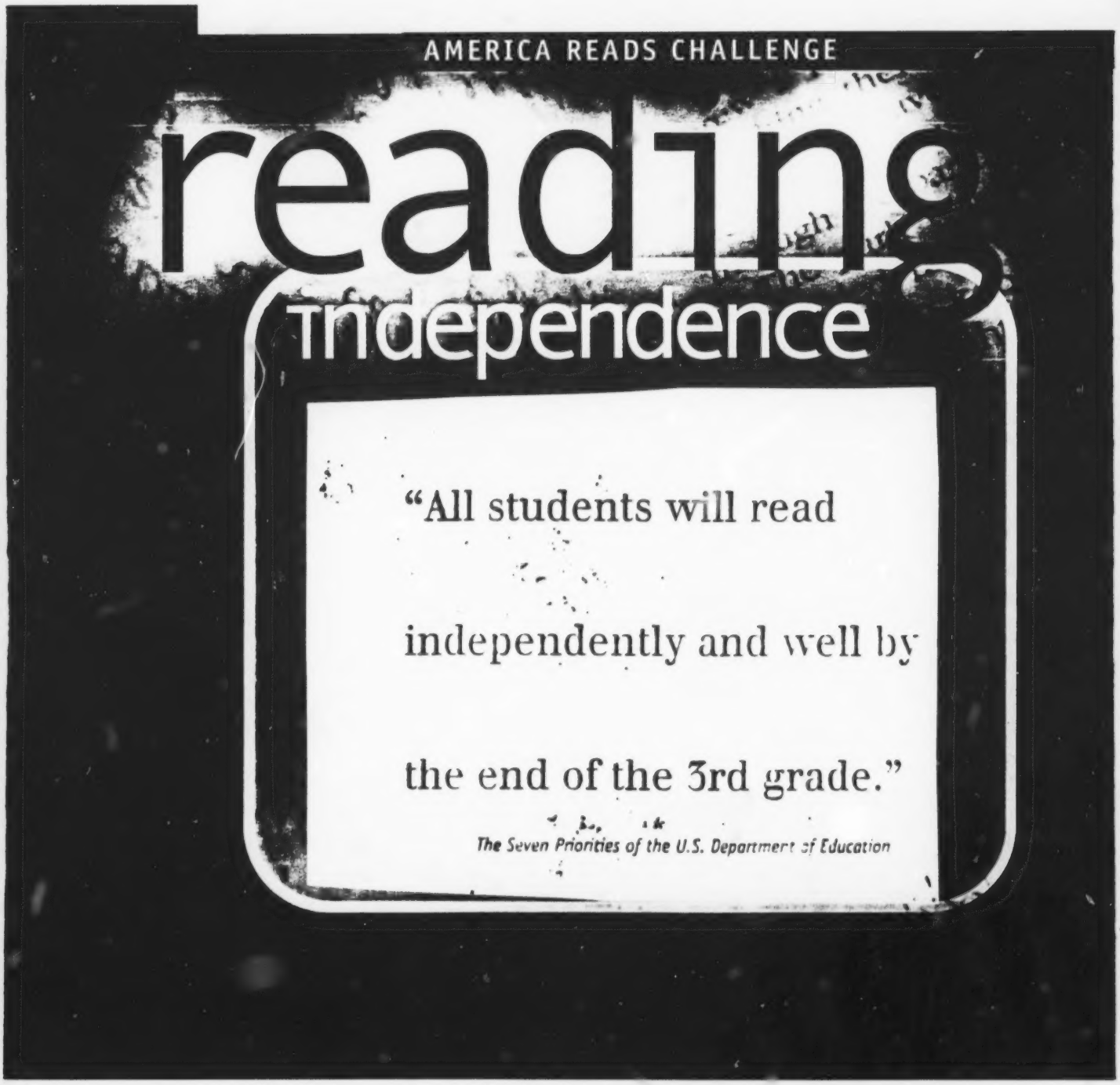
AMERICA READS CHALLENGE
reading
Independence
"All students will read
independently and well by
the end of the 3rd grade."
The Seven Priorities of the U.S. Department of Education

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reading

AMERICA READS

Reading is the foundation of all other skills essential for learning. Unfortunately, the National Assessment of Educational Progress reports that 68 percent of fourth-graders in high-poverty schools and 38 percent of fourth-graders overall read below the *Basic* achievement level. Clearly, a significant number of children are not reaching their reading potential. Reading well by the third grade is the essential first step toward reaching challenging academic standards in all subjects.

To succeed in the new global economy businesses need highly skilled and well-educated workers. That is why it is critical that all children master reading, the most fundamental skill, and achieve academic success. By investing today in early childhood literacy programs, businesses are investing in their own long-term success.

Businesses can participate in many ways in the America Reads Challenge, a national grassroots campaign challenging every American to help our children learn to read. This initiative recognizes the critical importance of an early and successful start in language development and is designed to act as a catalyst for community involvement in promoting reading achievement. Providing children with the appropriate language development experiences in the early years sets the stage for reading success in later years.

Ensuring that children learn to read well rests not only in the hands of parents, caregivers and teachers, but entire communities as well. By rallying around our children to assist them in learning to read, we help ensure their overall success. Educators, librarians, college students, and community volunteers are joining with private sector partners from many different industries ranging from small businesses to multinational corporations. This ground swell of support is reshaping our view of the reading challenge. Every parent, caregiver, teacher and citizen has a crucial role to play to spark dramatic improvement in reading.

> *"We must work together to give children the individual attention and support they need to master reading early so that they can then succeed in school and beyond."*
>
> U.S. Secretary of Education Richard W. Riley

Reading Challenge

Businesses with an interest in supporting reading efforts may consider allowing employees to serve as reading tutors and mentors, and working in partnership with schools and universities to provide support to children for developing their reading skills.

The America Reads Challenge stresses the importance of communities coming together to ensure that all children read well. In order to promote this critical effort America Reads offers:

- **Free resources for businesses, parents, childcare providers, educators, tutors, community groups, and all corporate citizens;**
- **Guidance and checklists on what businesses can do and activities for adults to keep children reading after school and during the summer; and**
- **Access to an extensive network of potential partners and a body of research to help a business start, improve, or contribute to a literacy program.**

Businesses may also play a role in literacy by:

- **Helping create or expand tutoring programs for children and families in cooperation with local colleges and universities. This can involve providing space in your office building for the program's operations, providing transportation for children and/or tutors, funding supplies or tutor training, and encouraging your employees to volunteer as tutors.**
- **Providing opportunities for employees to learn more about helping their own children with language development and reading skills by holding brown-bag seminars, distributing free activity materials, and providing literacy training for employees needing to improve their own literacy skills.**
- **Supplying books, videos, consultants, and other resources to child care centers, community organizations, and schools and rebuilding or refurbishing school libraries so that they become the center of the school's literacy activities.**
- **Helping to build coalitions to coordinate literacy efforts in the private sector and establishing relationships with local schools to determine where your help is needed most.**

Examples of Businesses Supporting Reading Programs

The Los Angeles Times followed the lead of its sister paper, The Baltimore Sun, and launched its five-year Reading by 9 campaign that seeks to help 1 million children in the five-county area of greater Los Angeles achieve grade-level reading. The Times' commitment will involve virtually every division of the company, as well as local community, business and civic groups, media partners, and literacy groups. In partnership with the U.S. Department of Education, the Los Angeles Times is publishing hundreds of thousands of copies of *The Compact for Reading*, a guide and activity kit to link families and schools to improve student reading gains. During the 1999-2000 school year, the campaign will donate 1 million new books to kindergarten through third-grade classrooms as well as launch a broadcast and print public service campaign promoting the importance of reading.

From Connecticut to Florida, First Union employees are fond of reading to young children. Reading First is a program that calls for employee volunteers to read aloud once a week to groups of 4-, 5-, and 6-year old children and donate books to the classroom. The program is research-based and emphasizes that the combination of high-quality books, interactive read-aloud sessions, parent education and teacher training leads to substantial gains in student achievement. During the 1998-1999 school year, First Union employee volunteers spent 13,000 hours reading to 10,750 young children in nearly 430 classrooms from Connecticut to Florida. Since the program's inception in 1997 more than 14,000 books have been donated to schools. To further encourage literacy activities, First Union formed a different partnership and created Raise a Reader, a free parent-education kit designed to help employees encourage their young children to read.

Pizza Hut's BOOK IT! National Reading Incentive Program seeks to motivate children from kindergarten through sixth grade to read more often. The company developed a tool kit for parents and children to use during the summer months that includes an activity booklet, a reading and vocabulary log, certificates of achievement for adult and child partners, and two bookmarks to help reward and encourage children's reading accomplishments. Continuing to foster children's lifelong love of learning was Pizza Hut's initial goal and after a successful summer program, Pizza Hut expanded it to reach out to more parents, teachers and schools all year long.

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Secretary of Education Richard W. Riley

If you are interested in learning how your business can be more involved with reading programs, please contact the **Corporate Outreach Office** at **(202) 205-8599,** or visit our Web site: **www.ed.gov/OIIA/OIA.**

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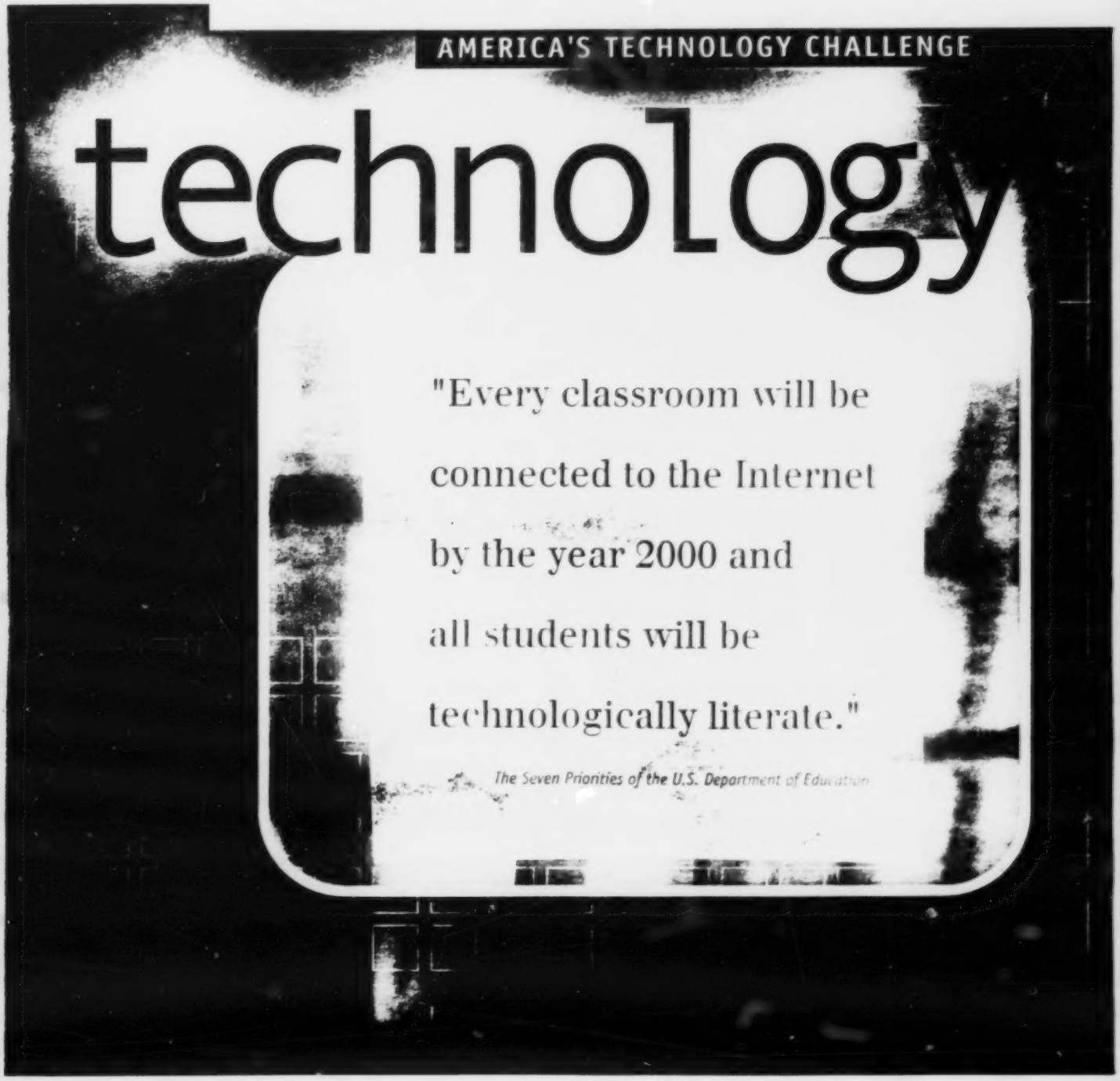
AMERICA'S TECHNOLOGY CHALLENGE
technology
"Every classroom will be connected to the Internet by the year 2000 and all students will be technologically literate."
The Seven Priorities of the U.S. Department of Education

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Technology—the World Wide Web, e-commerce, computer-aided design, word processing, data processing, electronic transfers—has become an engine of our economic growth and has fundamentally changed the ways we learn, how we do business, and the skills students in America need to flourish in the world of work. Sustaining profits in the new economy of technological sophistication and increased global competition means that businesses need highly skilled and well-educated workers. Businesses are now major stakeholders in the educational success of our children.

States, communities, businesses, families and teachers need to ensure that every classroom in America is helping students connect to the information age through high-quality computers, creative software, and well-trained teachers. Businesses—large and small—need to be able to depend upon a highly educated, technologically literate workforce. By investing today in our children's education, businesses are investing in their long-term success.

technology

TECHNOLOGY INITIATIVES

The U.S. Department of Education has a number of initiatives designed to encourage the participation of businesses in education programs that use technology and help America's schools bridge the digital divide.

Technology Innovation Challenge Grants

The Technology Innovation Challenge Grant Program serves as a catalyst for positive change in schools. Challenge Grant communities work to integrate new technologies into state or local education improvement efforts that have been stimulated by a growing national commitment to raise education standards. Effective use of new technologies in these communities will contribute to improved student achievement in reading, writing, science, mathematics, history, the arts and other disciplines. Each project will support effective training for teachers and promote greater parent and community involvement in education.

Community Technology Centers (CTCs)

Although the number of Americans connected to the nation's information infrastructure is soaring, a digital divide still exists, and in many cases, is actually widening over time. Promoting technological equity, Community Technology Centers provide access to information technology and related learning services to children and adults who would not otherwise have such access. CTCs incorporate technology to enhance educational activities in economically distressed areas, particularly in rural and urban communities. In addition to conducting a variety of technology-oriented projects, individuals can take advantage of valuable resources available for obtaining job skills and learning about employment opportunities.

"Technology is one part of a comprehensive quality learning experience that, at its very core, involves the concept of teaching people to think and to continue to learn throughout their lifetimes so that they can benefit from change."

U.S. Secretary of Education Richard W. Riley

Learning Anytime Anywhere Partnerships (LAAP)

Many Americans want to improve their skills so they can compete for high-wage jobs but find it difficult to participate in traditional on-campus instruction and coursework. New technologies such as the Internet make it possible to provide access to learning anytime, anywhere. Such distance learning opportunities make it significantly easier for Americans who live in remote rural areas, have a disability, or have competing family and work demands to have access to individualized, up-to-date, affordable education and training. This partnership program will support shared efforts by colleges, universities, businesses, community organizations, or other entities to deliver quality postsecondary education. Such partnerships stimulate resource sharing, reduce program duplication, and promote economies of scale which benefit the entire community.

This initiative awards grants to partnerships involving two or more institutions of higher education, community organizations, businesses, and other public and private agencies and is designed to help students in underserved geographic areas who have limited access to a traditional college campus setting. LAAP grants may be used to develop:

- **Model programs and software that will make distance learning possible;**
- **Innovative online student support services such as job placement, academic counseling, and library services;**
- **New institutional policies and practices that go beyond merely putting more courses online, but truly deliver programs that are self-paced alternatives to traditional semester scheduling; and**
- **Methods of assessing the quality and success of the new distance learning programs by charting skills and competencies achieved by students, as well as retention and completion rates.**

Examples of Businesses Supporting Technology Programs

Anytime, Anywhere Chemistry Experience

The Louisiana Challenge

The Central Arizona Community Technology Initiative (CACTI),

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SAFE AND DRUG-FREE SCHOOLS

safe and

"Every school will be strong, safe, drug-free, and disciplined."

The Seven Priorities of the U.S. Department of Education

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safe & drug-fre

21ST CENTURY COMMUNITY LEARNING CEN

The vast majority of America's schools are safe places. Two decades of comprehensive research support this conclusion. While the recent tragedies across the country may create the impression that violence is pervasive, such incidents at school are extremely rare. Nonetheless, we must address the violence that does exist and find better ways to ensure that all our children have safe, orderly school environments in which to learn and grow.

A healthy environment conducive to learning and limited in distraction can be established through a cooperative effort among schools, parents, businesses and communities. Many communities are finding practical ways to provide children with the safe and disciplined conditions they need and expect to find in a school. Promoting smaller schools—which research has shown significantly increases achievement and decreases the number of behavioral problems, particularly among disadvantaged students—and creating after-school programs that keep children productive and off the streets are just two of the ways that help foster children's success.

One way businesses can help make the after-school hours safer for our children and the community is to connect with programs that provide extended learning opportunities.

The 21st Century Community Learning Centers program was established to award grants to rural and inner-city public schools, or consortia of such schools, to enable them to plan, implement, or expand projects that benefit the educational, health, social service, cultural and recreational needs of the community. A key component in the effort to keep children safe and learning, these school-based centers can provide drug-free, supervised, and cost-effective after-school, weekend or summer havens for children, youth, and their families.

By enabling schools to stay open longer, the 21st Century Community Learning Centers program establishes a safe place for doing homework, intensive mentoring in basic skills, drug and violence prevention counseling, and academic enrichment activities. Technology education programs, services for children with disabilities, and instructional and performance programs in the arts are also vital activities that augment student development. Because Community Learning Centers provide a variety of activities, the grants are designed to promote partnerships among a variety of groups, such as schools, families, businesses, and community organizations, which plan and implement the programs.

> *"Why are after-school programs so important? Because children's minds don't close down at 3:00 p.m., and neither should their schools."*
>
> U.S. Secretary of Education Richard W. Riley

e schools

RS

21st Century Community Learning Centers Partnership

Businesses can partner with local schools and work with them to apply for Department of Education funding for after-school programs.

21st Century Community Learning Center grants are targeted to high-need rural and urban communities. These grants are designed to promote a collaborative effort between public schools, non-profit agencies, organizations, businesses, educational entities, and recreational, cultural and other community groups.

The activities supported by the 21st Century Community Learning Centers program should offer significantly expanded learning opportunities for children and youth in a given community, as well as contribute to reducing drug use and violence. Other activities may include:

- **Literacy education programs;**
- **Children's day-care services;**
- **Summer and weekend school programs in conjunction with recreational programs;**
- **Integrated education, health, social service, recreational, or cultural programs;**
- **Telecommunications and technology education programs for individuals of all ages; and**
- **Employment counseling, training, and placement services for individuals with disabilities.**

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Examples of Businesses Supporting After-School Programs

In Arizona, Project Sano y Salvo (Safe and Sound) will establish three Community Learning Centers in three middle schools in the Tucson Unified School District (TUSD). The Centers will provide extended learning and enrichment opportunities for students plagued by high rates of poverty, discipline problems, and academic underachievement. All activities — from academic enrichment and summer school to cultural and recreational programs — are designed to reduce suspensions, probation rates and incidences of violent offenses by students and to raise academic achievement. Partners involved with TUSD include local car dealerships — Bill Click Ford and O'Reilly Chevrolet — whose employees commit to tutor students and offer homework assistance.

The Wellington, Kansas, Unified School District 353 is using the 21st Century Community Learning Centers grant as a catalyst for renewed investment in education in the community. The Wellington Chamber of Commerce and Marconi Precision Aerostructures, among many others, have teamed up with the school district to form a Partnership Advisory Board. Dedicated to crafting a realistic and dynamic program to improve the learning environment of this poor rural community, the partnership will coordinate resources and strengthen current individual efforts for after-school programs. Planned activities include providing homework tutoring, exploring interests and careers, and working to improve math and reading skills using diagnostic software. Parenting classes will also address high-risk issues facing children and offer expert support on positive ways to steer them in the right direction.

In Allentown, Pennsylvania, the community [illegible] to provide extended learning opportunities [illegible] specific needs of students through its school [illegible] Centers among the Lehigh Valley. Open to residents [illegible] the two facilities, these Family Centers [illegible] school, after school and [illegible] and learn [illegible]

"Better Education Is Everybody's Business"

Secretary of Education Richard W. Riley

If you are interested in learning how your business can be more involved in making after-school hours safe and drug-free, please call the **Corporate Outreach Office** at **202-205-8599** or visit our Web site:

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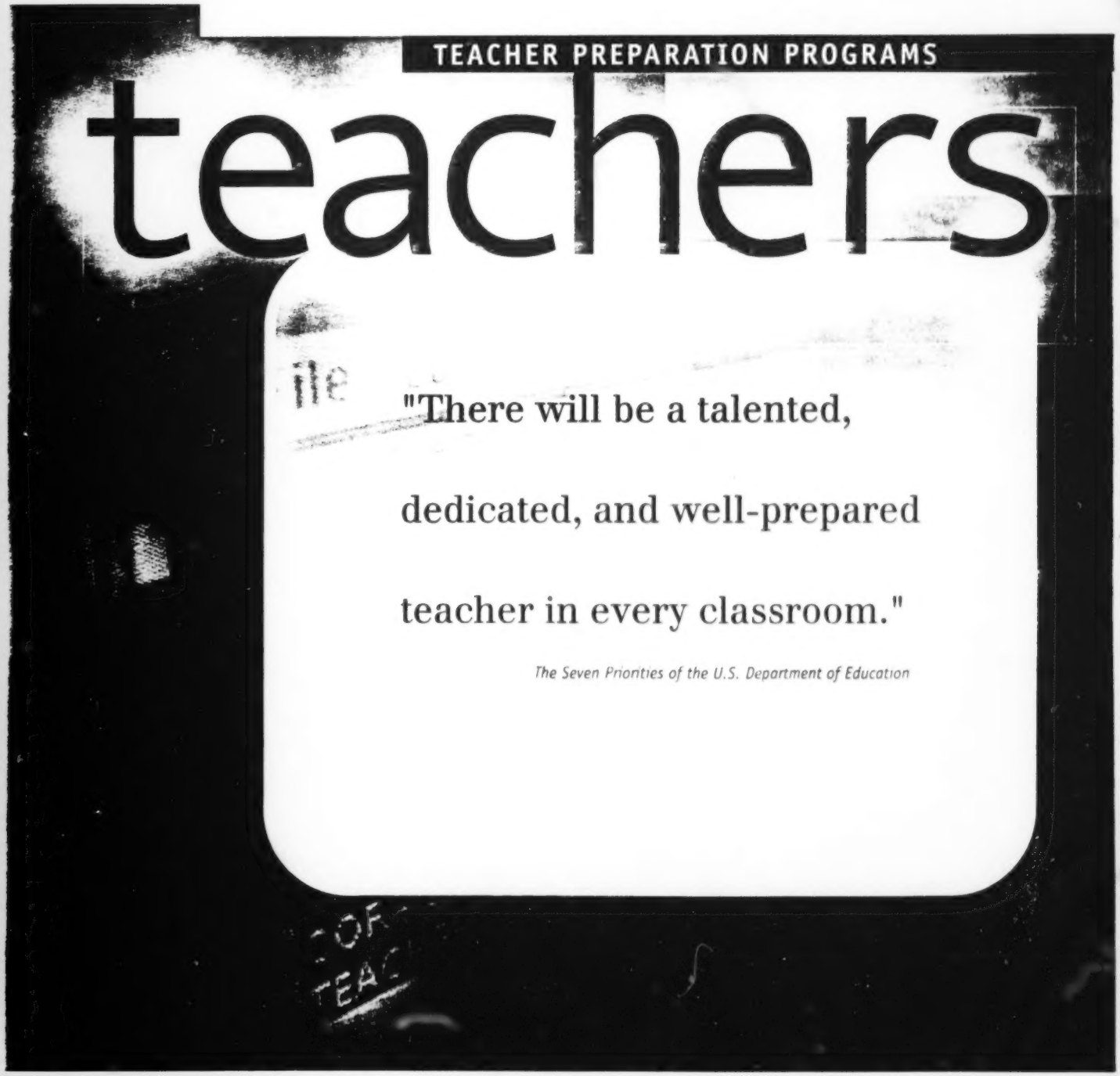
CORPORATE INVOLVEMENT IN EDUCATION


TEACHER PREPARATION PROGRAMS
teachers
"There will be a talented, dedicated, and well-prepared teacher in every classroom."
The Seven Priorities of the U.S. Department of Education

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CORPORATE INVOLVEMENT IN EDUCATION

teachers

Teachers are the most basic educational resource that communities provide for their children. Plans to increase student learning to improve reading skills, to integrate technology into schools, and to reach high standards will succeed only when we focus on the quality of instruction in all our classrooms. Meeting the challenges of today's classrooms requires that teachers know and do more than ever before. Therefore, they need to be well-prepared and supported throughout their careers.

Businesses need teachers to prepare children for the new economy marked by technological sophistication and increased global competition. Businesses need teachers to help children develop the high-level skills they need to be successful information technology workers. By investing today in children's education and their teachers' preparation, businesses are investing in their own long-term success.

TEACHER PREPARATION INITIATIVES

Businesses interested in assisting with teacher preparation and quality training programs should consider partnership opportunities with two of the Department's grant programs.

The Teacher Quality Enhancement Grants

This initiative consists of three separate competitive programs:

Partnership Grants are five-year grants that provide funds to partnerships among teacher preparation institutions, schools of arts and sciences, and local school districts in high-need areas. The partners work to strengthen teacher education through activities such as: holding teacher education programs accountable, improving prospective teachers' knowledge of academic content, ensuring that teachers are well-prepared for the realities of the classroom, and preparing teachers to use technology and to work effectively with diverse students.

State Grants are three-year programs that encourage states to improve the quality of their teaching force through activities such as: strengthening their teacher certification standards, implementing reforms that hold institutions of higher education accountable, establishing or strengthening alternative pathways into teaching, and recruiting new high-quality teachers for high-need areas.

Teacher Recruitment Grants are three-year grants that support state and local efforts to recruit highly qualified teachers to reduce shortages in high-need areas. The grants highlight teacher preparation and recruitment of individuals who will meet the specific needs of the community.

"Every community should have a talented and dedicated teacher in every classroom. [We have] an enormous opportunity for ensuring teacher quality well into the 21st century, if we recruit promising people into teaching and give them the highest quality preparation and training."

U.S. Secretary of Education Richard W. Riley

Preparing Tomorrow's Teachers to Use Technology Initiative

Preparing future teachers to use technology effectively to improve learning is a major challenge facing our nation's schools of education. If our information technology investments are to pay off in improved education, these future teachers must be technology-proficient educators who know how to use these modern learning tools to help students meet high standards. To meet this urgent need for technology-proficient teachers, the Preparing Tomorrow's Teachers to Use Technology Initiative supports partnership programs that help future teachers teach 21st century students.

Preparing Tomorrow's Teachers to Use Technology Partnership (PTTT) Grants. These grants support capacity-building at teacher preparation institutions to ensure that tomorrow's teachers can integrate technology effectively into the curriculum. This initiative includes two types of partnership grants: implementation and catalyst grants.

Implementation grants provide two years of support to partnerships that are implementing full-scale program improvements in the preparation of technology proficient educators.

Catalyst grants provide two years of support to national, regional, and statewide consortia that have the expertise and resources to stimulate large-scale improvements in the development and/or certification of technology proficient educators.

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Examples of Businesses Supporting Teacher Preparation

In Boston, Massachusetts, a partnership composed of public and private institutions of higher learning, urban school districts, and business and community partners including the Massachusetts Business Alliance, designed a program to develop more powerful forms of instruction and clinical experiences. The purpose is to provide new teachers with the skills and knowledge they need to teach all urban students to achieve to high levels.

Jackson State University in Jackson, Mississippi, has a project that represents a statewide Historically Black Colleges and Universities initiative to restructure teacher preparation programs, so that they better train technology-proficient future educators. To accomplish the task, Jackson State will work with two educational organizations, the Mississippi State Department of Education and the Office of the Commissioner of the Institutions of Higher Learning, and one business association, the Mississippi Education Forum of Mississippi, which is a nonpartisan, bipartisan education policy research group created by business, education, and political leaders in Mississippi. Over 100 businesses are involved in the Forum. The Forum's commitment includes participating with key leaders in a summit on the infrastructure of resources for Mississippi educators; supplying facilities for training purposes; supplying rewards for faculty implementation of technology into their courses; providing important networking and communication opportunities; and providing quality control in the managerial and evaluation components of the project.

The Edu-Tech Connect Project in St. Louis, Missouri, is designed to increase the effective use of technologies in the teacher preparation program at Harris-Stowe State College (HSSC). A consortium consisting of HSSC, a technology magnet school, and business partners including Bank of America and Micro Age, are collaborating on this project. The business partners provide technical assistance for laptop computers, along with integration services for program management. The purpose is to increase faculty at the college among those training teachers to ensure that they are more technologically proficient and to train teachers serving predominantly at-risk students.

"Better Education Is Everybody's Business"

Secretary of Education Richard W. Riley

If you are interested in learning how your business can be more involved with teacher preparation programs, please contact the **Corporate Outreach Office** at **(202) 205-8599** or visit our Web site:

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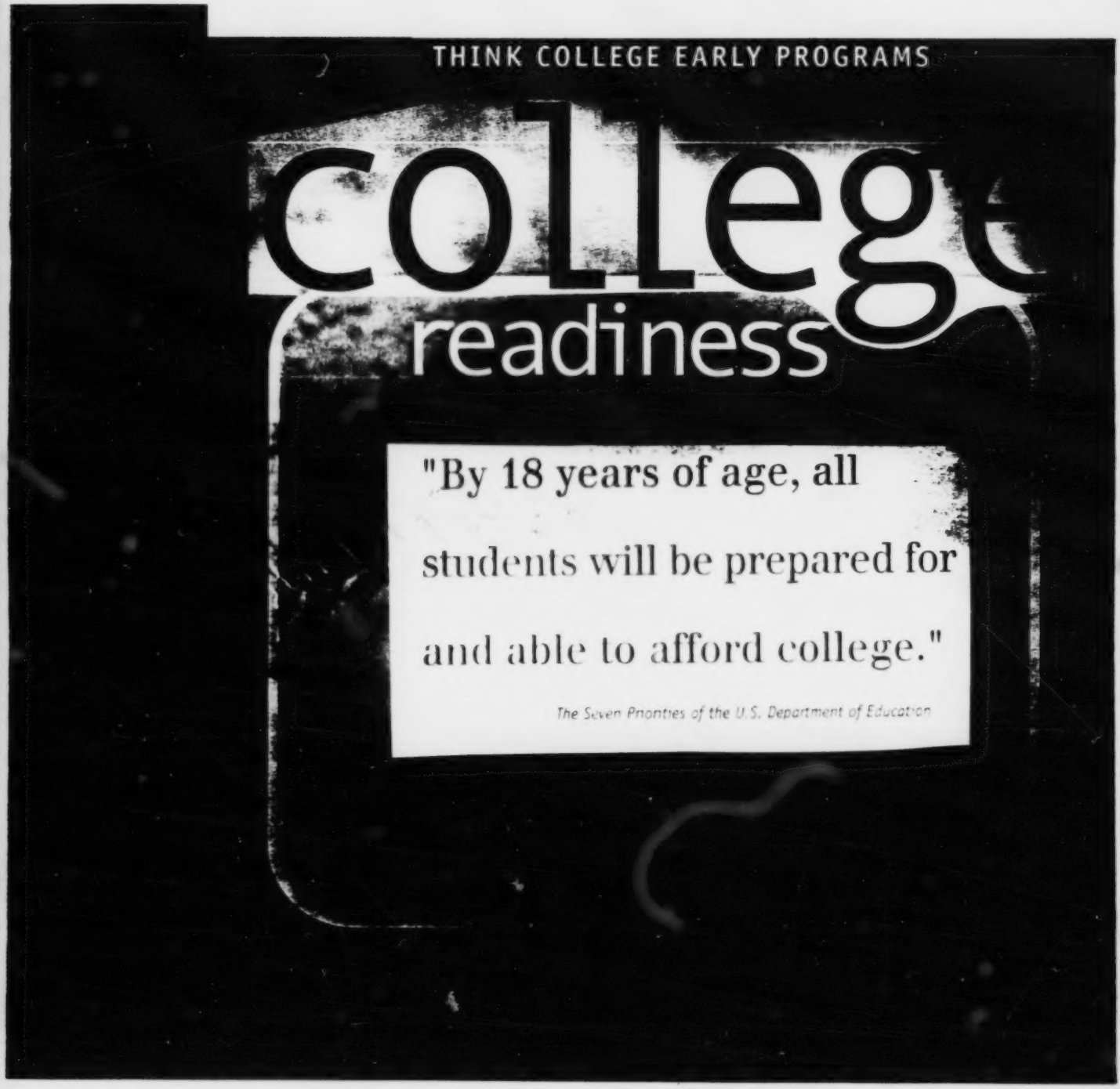
THINK COLLEGE EARLY PROGRAMS
college
readiness
"By 18 years of age, all students will be prepared for and able to afford college."
The Seven Priorities of the U.S. Department of Education

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CORPORATE INVOLVEMENT IN EDUCATION

Sustaining profits in the new economy with its technological sophistication and increased global competition means that businesses need highly skilled and well-educated workers, making businesses major stakeholders in the educational success of our children. Preparing children in America for college—academically and financially—as well as encouraging all children to aim for a college degree will help ensure that the knowledge workers businesses need will be available to them over this next century.

Recent studies from the U.S. Department of Education show that students who take academically demanding coursework in high school are more likely to go on to college, succeed and earn more in the workforce, regardless of their financial status, race, or gender. However, disadvantaged students often are not aware of the critical need to take rigorous academic courses to prepare for college, like algebra in middle school or chemistry, physics, and trigonometry in high school, or of the availability of financial aid to pay for college. Moreover, high-achieving students from low-income families are five times as likely not to attend college as those high-achieving students from high-income families. By investing today in all children's preparation for college, businesses are investing in their long-term success.

college

PREPARING FOR COLLEGE

One avenue for corporate involvement in college preparation is through the Department's Think College Early campaign. Businesses can partner in GEAR UP grants with schools to leverage their education efforts in the community.

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grants are designed to help children who are disadvantaged prepare themselves to go to college and meet the challenges they will encounter working in the 21st century.

GEAR UP is based on the experience of existing programs that have demonstrated their success and have helped raise expectations to ensure that all children are well prepared for college. This competitive grant program, administered by the U.S. Department of Education, supports early college preparation and awareness activities at both the local and the state levels. These grants support programs that begin early and follow entire grades of students over time; challenge all students to have high expectations; involve parents; provide mentoring, tutoring, and information about college; and often provide scholarships for students with need.

"Without efforts like GEAR UP, many young people and their families wouldn't have the information to prepare a game plan—academically and financially—for their future. They'd never realize college could be a real possibility."

U.S. Secretary of Education Richard W. Riley

Partnering with Schools for Funding

Businesses with an interest in helping prepare children and increase the college-going rates among low-income youth may consider partnering with local schools to help them apply for Department of Education funding. This initiative awards multi-year grants to locally designed partnerships between colleges and low-income middle schools, plus at least two other partners—such as community organizations, businesses, religious groups, state education agencies, parent groups, or non-profits. To be most effective, partnerships will leverage resources to promote the following proven strategies:

- **Informing students and parents about college options and financial aid, including providing students with a 21st Century Scholar Certificate — an early notification of their eligibility for financial aid;**
- **Promoting rigorous academic coursework based on college entrance requirements;**
- **Working with a whole grade-level of students in order to raise expectations for all students; and**
- **Starting with sixth- or seventh-grade students and continuing through high school graduation with comprehensive services, including mentoring, tutoring, counseling, and other activities such as after-school programs, summer academic and enrichment programs, and college visits.**

Another way businesses can support greater college preparation is to help expand Advanced Placement opportunities for all students through the U.S. Department of Education's Advanced Placement Incentive Program. This program provides schools with additional resources for teacher training programs and on-line course development.

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Examples of Businesses Working in GEAR UP Partnerships

Pathways to Success is a partnership between the University of Kansas, Topeka public schools, and Hewlett Packard that reaches out to economically disadvantaged students in three middle and two high schools to implement an aggressive school reform program. The International Telementor Center will provide assistance with teacher recruitment, Web-based training of telementors, matching students with mentors, monitoring the progress through checkpoint forms submitted by students and evaluating program evaluation results.

The Lancaster Partnership's GEAR UP project is a collaboration between the school district of Lancaster, Pennsylvania, Millersville University, Education First, and local businesses including Hoover Color Corporation, Pepperidge Farms, two churches (Faith Tabernacle and Calvary Baptist Church), and Franklin and Marshall's America Reads Program. This project extends a very successful college preparation model at McCaskey High School to the middle school level. The project focuses on preparing middle school students academically for postsecondary education after high school by providing them mentoring and tutoring services. In addition, this project provides parents with mentoring and tutoring in academic areas as well as a wide variety of other services, so that they may assist with their children's learning.

Partnership for Successful Students (PSS) is a part of its successful Principal Scholars Program. The University of Illinois Urbana-Champaign has partnered with the Teachers of Chicago (Local 1) and the Westinghouse to [illegible] reading scores, as well as graduation rates. The partners have developed [illegible] to track progress and [illegible] support college [illegible] programs.

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Secretary of Education Richard W. Riley

If you are interested in learning more about college preparation, GEAR UP or Advanced Placement Incentive programs, please call the **Corporate Outreach Office** at **(202) 205-8599** or visit our Web site: **www.ed.gov/OIIA/OIA.**

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